**THREE TIERS OF INTERVENTION FOR BEHAVIORAL RTI**

**Tier One Basics** –This forms the base available for all students, in every classroom, and throughout the school campus. Tier One basics include Universal Classroom Design, utilization of classroom management skills, recognition of student need, nurturing and responsive caregiving relationships, high quality supportive environments.

**Process**:

1. Meet with peer level team (other ECE and Kg teachers) to brainstorm ideas and

strategies.

1. Have peers review classroom design, etc.
2. Use Classroom Checklist, Quality Classroom Assessment Form, TPOT, etc. to assess need

within classroom design.

1. Child needs to participate in an appropriate classroom environment for at least 4-6

weeks, especially if it is their first school experience.

1. If student continues to have trouble after 4 weeks, then begin to collect baseline data of

occurrence of concerning behavior. Use ABC chart, frequency chart, duration

recording form, scatter plot, peer comparison, and/or anecdotal records.

1. If behavior does not improve, then move to Tier Two.
2. If behavior does improve, then continue with the Tier One strategies.

Tier One **Strategies** that need to be in place:

**☐Unconditional positive regard** shown for all students

**☐Five to one positive** gestures and comments

**☐Human needs are fostered** in each class (Fun, Freedom, Empowerment, Belonging)

**☐Students are monitored/supervised** at all times

**☐Individual reinforcement** is available, with choices given within a whole group design

**☐On-going teaching of rules, expectations & classroom procedures with reminders**

☐ rules are posted visually,

☐ there are no more than 5,

☐ rules and expectations have been explicitly taught and are constantly repeated

☐ following the rules is consistently expected and

☐ compliance is acknowledged and reinforced

**☐Explicit, direct instruction teaching strategies are used**

**☐Differentiated instruction** for students with learning characteristics requiring teacher

attention: English language learners, attention issues, language delays, etc.

**☐Social Emotional Learning** curriculum is used including feeling identification and management

**☐Visual Supports** (i.e., visual schedules) are implemented throughout the classroom

**☐Consistent Daily Schedule**

**☐Consistent Structure and Routines** within the daily schedule

**☐Classroom Physical Environment**

**☐**supports social engagement

**☐**allows for appropriate feeling management,

**☐**areas are clearly defined

**☐**is age appropriate

**☐**is safe

**☐**is not cluttered

**☐**is inviting and visually pleasing

**☐Environmental whole classroom modifications are used**: staff placement (zoning),

classroom layout, material placement

**☐Transitions are structured and systematic**

**☐Direct teaching and systematic guidance of (social) skills** to all students

**☐Positive modeling of expected behavior**

**☐Whole Group Accommodations**: changing seating, adding breaks, repeating instructions,

**☐Small group instruction**

**☐Build relationship with families**

**Tier Two Basics** – These interventions are implemented based on a systematic

procedure that identifies students who are non-responsive to Tier One. Tier Two supports are targeted for the individual.

Process:

1. Meet with peer level team to brainstorm ideas/strategies/interventions; what has worked

and what has not.

1. Consult with building support specialists, ECSEs, or itinerant psychologist.
2. Meet with parent.
3. Collect/Review data to identify specific concerns (behaviors of concern, duration, time of

day, antecedents, consequences/rewards, motivation for the behavior, motivating rewards/reinforcements, etc.). Choose a data tool that will best capture the behavior you are concerned about.

1. Create a clear intervention plan (i.e., Behavior Contract, Safety Plan). Be sure to include

what will be implemented, when and by whom.

1. Implement for 4 weeks with **fidelity**. That means with great consistency and

thoroughness.

1. Collect specific data to determine success/lack of success. Choose the data tool to use

that best will capture the behavior you are tracking. If the student is clearly unsuccessful with Tier Two and is on his/her way to being referred for a special education evaluation, be sure to complete ABC forms, complete Peer Comparisons in both unstructured and structured times as well as use one other type of data collection tool (frequency count, etc.). This will help to develop the IEP later on.

1. Review the data collected. If child is successful great. If not, then there is a need to

move on to Tier Three and do a special education evaluation.

Tier Two **Strategies:** These are suggestions. You may also devise your own strategies.

**☐**Possible **Daily report cards** with reinforcement for increasing behavioral success

**☐Individual behavioral interventions** such as a sticker chart, cost response system

**☐Supporting Adult** sessions with an identified staff person who befriends and supports

**☐Check in- check out systems** Student meets with a staff person to connect, talk about

home, review targeted goals, receive encouragement and review how the day has gone.

**☐Behavior Contract/Behavior Plan**

**☐Guided individualized social skill instruction** within the classroom structure

**☐Embedded learning opportunities/Intentional Planning**

**☐Individual visual schedule**

**☐Other individualized visual strategies** such as first/then board

**☐Individual transition plan** such as having student transition before or after

group, individualizing the transition count down, etc.

**☐Social Stories**

**☐Individualized Accommodations** such as preferential seating, use of sensory

materials, frequent breaks, cozy corner

**☐Modifications** shortened assignments, shortened work periods, breaks, modified work

**☐Small group/Individualized instruction**

**☐Communication with Family** such as daily reports, frequent meetings, back/forth notebook

Other Tier 2 activities:

**☐Formal and Informal Screening**

**☐Data collection of frequency, intensity, duration**

**Tier Three basics** – These interventions are highly individualized and selected and implemented based on non-responsiveness to Tier Two coupled with the presenting need determined by the team. Tier three is where the special education process begins.

Process:

1. Meet with Special Education team, General Education team and parent to review data and progress
2. Determine whether the IEP process needs to be implemented or modified.
3. Modify programming and strategies.
4. Begin paperwork for IEP process.
5. Evaluate Social/Emotional and all other areas. See Process for Social/Emotional Assessment for ECE students and use the Eligibility Scoring Rubric for PSD-Social/Emotional to be sure all documentation has been completed.
6. Complete a formal FBA and Behavior Plan as part of the IEP process.
7. Determine appropriate placement based on need and results from data collected in the Least Restrictive Environment.
8. If child needs an alternative placement. Complete proper paperwork and documentation.

**☐Formal Functional Behavior Assessment and Behavior Plan. Complete a Safety Plan if**

**necessary.**

**☐Individualized Intervention/Support with Mental Health Specialist**

**☐Initiation and completion of the IEP process\***

**☐Individual/Specific Interventions**

**☐Program Modification**

**☐Referral for external supports**

**\* While ECE students are usually identified as PSD rather than SIED, it is important when identifying a social/emotional disability under PSD to adhere to a similar identification process and to have the same documentation as is outlined for an SIED determination.**